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ABSTRACT

This study describes and analyzes the student teaching experience and its role in the development of a select group of elementary-level student teachers. The research proposed to determine, qualitatively, the concerns of student teachers; to determine change in student teachers' concerns; and to describe and analyze the role of the student teaching experience in terms of factors perceived to influence student teachers' concerns and teacher development. The theoretical framework for describing teachers' concerns was Fuller's (1969) developmental conceptualization of the concerns of teachers. The principal questions addressed were: (1) What are the concerns of elementary-level student teachers? (2) Who are the significant individuals (or individual) in the student teaching experience? (3) What types of assistance do student teachers perceive they need? and (4) What is the perceived importance of the context of student teacher--the university and public school--in teachers' concerns and teacher development? The study provides an in-depth descriptive, analytic, and interpretive account of common characteristics and themes across individual case studies. A summary of findings includes implications for research and practice. (JD)

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STUDENT TEACHERS' CONCERNS AND THE STUDENT-TEACHING EXPERIENCE: DOES EXPERIENCE MAKE A DIFFERENCE?

Andrea Peters Maxie, Ph.D.

Paper presented at the Annual Meeting
of the American Educational Research Association

March 31, 1989

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INTRODUCTION

Background of the Study

This research grew out of a recognition of the historical importance of student teaching in programs of teacher education, and student teaching as a controversial component of teacher education, in recent years. Efforts to restructure student teaching have gained increasing momentum, as critics of traditionally organized approaches to field experiences are fueled by reported negative consequences of the student teaching experience. Student teaching promotes the status quo in teaching practice rather than inquiry into teaching on an ongoing basis. Furthermore, student teachers leave the practicum experience with more negative attitudes toward teaching and children, and the development of survival-oriented teaching concerns (Zeichner, 1979; 1980).

Such outcomes of student teaching, based largely on research conducted within the Scientific Paradigm, have prompted and redirected thinking about student-teaching research and the student-teaching experience, recognizing the latter as a complex process requiring perhaps a more holistic research approach (Zeichner, 1980). Holistic or substantive research on student teaching underlies the conceptual framework of student teaching developed by Griffin, et al., (1983). This framework recognizes student teaching as a complex process involving individuals, their interactions and the context of student teaching -- the university and public school. Research by Griffin et al., (1983), utilized this framework and determined that student teachers do change over the student-teaching experience. One construct under study was teachers' concerns. The research determined that the concerns of student teachers change over student teaching, however, factors within the student-teaching experience were not studied, as these may have

influenced student teachers' concerns and change.

Purpose of the Study

The present study sought to explore this problem, in the context of student teaching directed by one university teacher preparation program. The purposes of the study were to describe and analyze the student-teaching experience and its role in the development of a select group of elementary-level student teachers. The research proposed to determine, qualitatively, the concerns of student teachers; to determine change in student teachers' concerns; and to describe and analyze the role of the student-teaching experience in student teachers' concerns and teacher development, in terms of factors perceived to influence concerns and teacher development. The framework for describing the student-teaching experience was that of Griffin, et al., (1982). The theoretical framework for describing teachers' concerns was Fuller's (1969) developmental conceptualization of the concerns of teachers. The principal questions addressed by this research were: 1) What are the concerns of elementary-level student teachers?; 2) Who are the significant individuals (or individual) in the student-teaching experience, as perceived by student teacher participants?; 3) What types of assistance do student teachers perceive they need?; and 4) What is the perceived importance of the context of student teaching--the university and public school--in teachers' concerns and teacher development?

Significance of the Study

Student teaching is considered an important component of the professional development of prospective teachers. When development is defined in terms of the concerns of teachers over time, then experience, according to Fuller (1969), who posits that student teachers' concerns are largely self- and survival-oriented, is a key factor in change. In the context

of student teachers, the experience of student teaching may promote a change in teachers' concerns. While research on student teaching has determined that some student teachers' concerns do change, no research has provided a descriptive and interpretive view of the role of the student-teaching experience in teacher development. A study of the role of student teaching is an attempt to elucidate the relationship between experience and concerns and provides baseline information for the organization and implementation of student teaching.

Methods and Procedures

This study was conducted over two quarters (22 weeks) of student teaching, and involved eight elementary-level student teachers, eleven cooperating teachers, one college supervisor and six elementary schools in two urban school districts. Participating student teachers were involved in an instructional team designed to prepare them for the Multiple Subjects Credential with a Bilingual Emphasis. For purposes of reporting the data and protecting confidentiality, student teachers and their corresponding cooperating teachers were assigned letter codes. Student teachers, for example, were assigned the codes A,B,C,D,E,F,G and H.

The research design was qualitative and relied on interviews, student-teacher journals, classroom observations and program descriptions. Participants were interviewed three times, during the second quarter of student teaching: the second, fifth and eleventh weeks. Interviews included information regarding the first and second quarter student-teaching experiences. Classroom observations occurred within the third, seventh and tenth weeks of the second quarter. Observations were typically an hour and occurred in the mornings, during academic segments of the elementary curriculum. Finally, journal data were obtained for the first, second, fifth, sixth, eighth, ninth and eleventh weeks of the

second student-teaching quarter. Student teachers were provided guidelines for journals, in which they recorded concerns and efforts to resolve them, on a weekly basis.

Data from interviews and journals were analyzed and coded, according to categories of the descriptive and theoretical frameworks. The Developmental Conceptualization of Teachers' Concerns (Fuller, 1969; George, 1980) provided the theoretical base from which to describe concerns and discuss the process of change -- teacher development. The research on teachers' concerns (George, 1980) classifies concerns in three concerns-levels: self-, task, and impact concerns. For the purposes of this research, self-adequacy concerns are those related to the student teacher's perceptions of the student teacher's role as a classroom teacher, and perceptions of how the student teacher is perceived by others, including children and adults. Task-related concerns are those, which involve the tasks of teaching, including discipline, classroom management, the evaluation of pupils, and the planning of lessons. Concerns related to self and teaching task are considered survival-oriented concerns, for the purposes of this research. The final category of concerns, impact concerns, involves concerns about the well-being and performance of pupils as well as concerns about instructional improvement.

To describe change in the concerns of student teachers, this research relied upon the the perceptions of participants, and the expressed concerns of student teachers, in particular. Previous research (Hughes & Hukill, 1982) has suggested that change in concerns (teacher development) can be viewed as an increase or decrease in the intensity of concerns within a concerns-level, or a shift to a different concerns-level, based on the reported concerns of teachers. This research, therefore, utilized the term "increase" to describe a perceived rise in a concern and "decrease" to suggest that, while a concern may still be present, it may be perceived to

be less intense. A shift in concerns-levels is characterized as a perceived amelioration of previously expressed concerns, and a focus on concerns which characterize a different concerns-level. A developmental perspective of teachers' concerns (Fuller, 1969) hypothesizes that experience is a critical variable in a shift to a higher (pupil-impact) concerns stage.

Experience, a critical variable in this research, was defined as the individual characteristics of student teachers (concerns), interactions among key individuals in the student-teaching experience and the context of student teaching -- the university and public school. This definition represented a modification of the Griffin (1983) framework.

Data from the descriptive and theoretical frameworks were reported in a case study (Peters, 1987). The case study was the reporting format for this research. First, specific cases were reported and analyzed. Then, by examining common characteristics and themes emerging from case studies, the research identified factors influencing the concerns of student teachers.

SUMMARY AND DISCUSSION: COMMON CHARACTERISTICS AND THEMES

Student teaching, as directed by the university, is intended to facilitate the transition from student to teacher. It is also an opportunity to apply teacher education to teaching practice. To accomplish those goals, the experience is located at the end of teacher preparation, and is preceded by an early field experience, Observation and Participation. Finally, student teaching is structured, such that student teachers, at the elementary level, spend two quarters: one in a lower grade assignment, and one in an upper grade classroom. In each quarter, student teachers are assisted by a cooperating teacher and college supervisor.

The programmatic structure represents one level of student teaching as a curricular experience. The personal level is another. The experiences of participants and outcomes of those experiences are considered at this level. In the present study, student teachers participated in bilingual elementary classrooms. The experience of working in public school classrooms, during student teaching, revealed, by means of individual accounts, outcomes related to the concerns of student teachers and factors influencing concerns.

An examination of case studies of the student-teaching experience revealed commonalities, with respect to the concerns of elementary-level student teachers, interactions among key participants and the role of the context in student teachers' concerns.

This discussion examines the common characteristics and themes emerging from the data, as these relate to teacher development and student-teacher socialization. The discussion specifically explores findings, as these support or depart from the principal tenets of Fullers's concerns-based conceptualization of learning to teach. the discussion further examines the relationship between teacher development and student-teacher socialization, by examining factors which influence concerns and are related to the student-teaching experience. Finally, the discussion derives from the exploration of teacher development and student teacher socialization, a perspective on the role of student teaching in the process of learning to teach.

Teacher Development

Fuller's (1969) conceptualization of the process of learning to teach posits a number of principal tenets relative to that process. The first tenet is that learning to teach is a developmental process characterized by specific levels of experience. Given their limited experience, beginning

TABLE 1

CONCERNS OF ELEMENTARY-LEVEL STUDENT TEACHERS:

INDIVIDUAL CASES

Student Teacher	Winter Quarter	Spring Quarter second week
A	Discipline	Management, Timing and Pacing of Activities Individualization of Instruction
B	Discipline Evaluation by Cooperating Teacher	No Expressed Concerns, Freedom to Pursue Own Strategies and Judgment
C	Discipline, Motivation	Motivation, Content Inadequacy with ESL, Cooperating Teacher's Management Style
D	Discipline Content Inadequacy	Discipline (Perceived as Improved)

TABLE 1 (CONT.)

CONCERNS OF ELEMENTARY-LEVEL STUDENT TEACHERS:

INDIVIDUAL CASES

Student Teacher	Winter Quarter	Spring Quarter second week
E	Discipline	Discipline Motivation
F	Management	Relationship with Cooperating Teacher
G	Discipline Management, Planning	Planning for Kindergarten
H	Management, Planning, Content Inadequacy	Classroom Management, Desire to Teach Content Areas

TABLE 1 (CONT.)

CONCERNS OF ELEMENTARY-LEVEL STUDENT TEACHERS:

INDIVIDUAL CASES

Student Teacher	Spring Quarter fifth week	eleventh week
A	More Specific Ideas	Planning, Management Testing
B	Timing of Lesson Activities Flexible Style of Cooperating Teacher	No Perceived Change
C	Decrease in Discipline Decrease in Content Inadequacy	Instructional Resources, Management
D	Management (Focus Attention, Maintain Involvement)	Paperwork

TABLE 1 (CONT.)

CONCERNS OF ELEMENTARY-LEVEL STUDENT TEACHERS:

INDIVIDUAL CASES

Student Teacher	Spring Quarter fifth week	Spring Quarter eleventh week
E	Student Ability Levels, Language Use in Bilingual Kindergarten	Greater Comfort with Age Group, Testing - during First Year
F	Improved Relationship with Cooperating Teacher	Perceives Little Change in Teaching Ability First-Year Concern: Discipline
G	Employment	Getting Started the First Year
H	Persistence of Discipline	No Clear Change in Concern about Teaching Situation for the First Year

teachers are located at the first or early stage of experience, and their concerns are associated with a preoccupation with self. The self-concerns level is, therefore, represented by concerns related to self-adequacy and survival. Findings of the present study support these types of concerns. Table 1 identifies student teachers' concerns. Self-adequacy concerns related to language ability, content knowledge, and instructional skills are initial concerns of student teacher participants. While these concerns predominate in the initial weeks of the first quarter of student teaching, they appear to decrease in intensity during the first quarter and are not expressed concerns during the second student teaching experience. Survival concerns, the second category of initial concerns, are also expressed by student teachers in the present study. Concerns such as discipline, management, and motivation are expressed for both student teaching quarters. What distinguishes these concerns in the second quarter is an expansion of meaning given to them. Classroom management, for example, means the teacher's ability to maintain the attention of students during the first quarter. During the second quarter, management assumes an additional meaning--that of the individualization of instruction. Management is of particular concern in bilingual classrooms. Effective management is associated with the student teacher's use of Spanish in the kindergarten classroom. On balance, the types of concerns expressed by student teachers in the present study support those which represent the self-concerns level of Fuller's developmental conceptualization.

The second tenet of that conceptualization contends that the process of change is sequential, as beginning teachers approximate mature concerns (a focus on pupils), with greater teaching experience. The findings of the present study show no evidence of a sequential progression through concerns-levels, during student teaching. Findings, however,

support research (Fuller, 1974) which finds the concerns of student teachers to be survival concerns. While Fuller (1974) contends the survival nature of student teachers' concerns , research (Fuller, 1974) also finds these concerns to be resistant to change. The findings of the present study depart from that claim.

The process of change among student teacher participants is one of initial anxiety related to self-adequacy and survival, followed by a decrease in concerns, during the first quarter. Survival concerns increase in intensity, with the onset of the second quarter and decrease in intensity during that quarter. The final weeks of the second quarter are marked by survival concerns not previously expressed. Such concerns as testing and grouping elementary children in bilingual classrooms, become expressed concerns of student teachers, as they anticipate the first year of teaching. Thus concerns-levels do not shift for student teachers; however, participants experience change -- a decrease in intensity--during each student-teaching experience.

In addition to change, within a single concerns-level, student teachers express confidence, with the progression of the student-teaching experience. Confidence in teaching is primarily a phenomenon of the second quarter and one which emerges distinct from confidence in handling survival concerns. Student teachers express comfort in their ability to teach (instruct), suggesting that teaching is distinct from management, discipline and motivation. Furthermore, confidence in teaching is attributed to practice in lesson design and instruction, particularly during Observation and Participation and the first quarter of student teaching.

Though confident in their ability to teach, student teachers do, nevertheless, express survival concerns, and these do change within each student-teaching quarter. These findings have implications for the process of socialization during student teaching.

Student-Teacher Socialization

Fuller (1969) has hypothesized that a shift trom self- to pupil-impact concerns occurs with resolution of concerns related to socialization into the teaching profession. The concerns-based conceptualization thus implies a relationship between teacher development and student teacher socialization. Because experience is a critical feature of socialization, the present study chose to focus on the student teaching experience, considering it to be the foremost socializing experience in formal teacher preparation. Of importance to this study is the role of student teaching in teacher development. The following discussion examines factors, which emerge from the data, as influences on the concerns of student teachers.

Factors influencing concerns. The experience of learning to teach, during student teaching, reveals factors which influence the development of concerns and those which influence improvement. Table 2 illustrates factors which influence concerns. Among those factors which appear to influence the development of concerns is the early school experience of the student teacher. While research has posited theories of the formation of ideal and early images of teaching, prior to student teaching (Lortie, 1975), of critical importance, in the context of the present study, is that ideal images contribute to expectations about teachers and teaching, and these are associated with anxiety related to self-adequacy and survival. An example of this is "H," who feels anxious about adequacy and explains anxiety as a result of school experiences with teachers in Argentina. A second example is "E," who feels that providing positive reinforcement is difficult, because of reinforcement practices used by teachers in "E's" own early schooling experiences.

A second influence on the development of concerns, for

TABLE 2

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	concern	First Quarter development	change
A	Discipline	Lack of Exper. - Training - with Older Children	Working with Children Problem-solving
B	Discipline	Concern of Coop. Teach.	Coop. Teach. Own Ideas
	Evaluation	Relationship Coop. Teach.	Experience Ends
C	Discipline Motivation	Early School Experience	Assist./Coop. Teach.

TABLE 2 (CONT.)

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	concern	First Quarter development	change
D	Discipline	Lack of Exper. - with Older Children - Early School Experience	Assist./Coop. Teach. Assist./Clin. Consultant
	Content Inadequacy	Lack of Exper. - Training	Assist./Coop. Teach.
E	Discipline	Early Exper. School's Discipline Program	Assist./Coop. Teach.
F	Management	Lack of Exper.	Cooperating Teacher Clinical Consultant Student Teacher

TABLE 2 (CONT.)

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	First Quarter concern	First Quarter development	change
G	Discipline Management Planning Adequacy	Expectations Style/Coop. Teacher	Working with Children Problem-solving Assist./Coop. Teacher
H	Management Planning Inadequacy/ Content	Lack of Exper. Early Exper.	Working with Children

TABLE 2 (CONT.)

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	concern	Second Quarter development	change
A	Management Ideas Planning Testing	Lack of Exper. No Repertoire No Experience during Student Teaching	Exper. with Children Cooperating Teacher No Change
B	No Concern Timing Lessons Style/Coop. Teach.	Coop. Teacher Work. with Stud.	No Change
C	Motivation/ Discipline ESL Content Style/Coop. Teach.	Students Lack of Training Exper. 1st Quarter	Assist./Coop. Teach. Problem-solving Adaptation

TABLE 2 (CONT.)

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	concern	Second Quarter development	change
D	Discipline	Student Teacher	No Change
	Management	Lack of Motivat. Strategies	
E	Discipline/Motivat.	Lack of Exper. - with Kinder.	Work. with Children Problem-solving Assist./Coop. Teach.
	Student Abilities		
	Bilingual Methods	Belief about Bilingual Educ.	Adaptation
F	Relationship/ Cooperating Teacher	Coop. Teacher	Clinical Consultant Student Teacher

TABLE 2 (CONT.)

FACTORS INFLUENCING STUDENT TEACHERS' CONCERNS

student teacher	concern	Second Quarter development	change
G	Planning/Kinder.	Lack of Experience	Problem-solving
	Getting Started/ First Year		Assist./Coop. Teach.
H	Management Discipline	Students	Problem-solving
	Getting Started First Year	Lack of Experience	

some participants, is the cooperating teacher. This individual influences anxiety related to survival, by relating personal anxieties associated with children, the teaching process, or the purpose of student teaching. Ultimately, the cooperating teacher's role as evaluator, particularly where this individual expresses the aforementioned anxieties, contributes to the development of survival concerns.

A third factor which influences the development of student teachers' concerns is the lack of experience. This factor has a number of dimensions. The first involves the lack of experience related to training prior to student teaching. Techniques and skills of discipline, management and motivation are illustrations of this factor. A second illustration is the lack of total authority for classroom events, including the planning, instruction, management, discipline and evaluation associated with activities of teaching.

In addition to a lack of training experience, lack of experience also refers to the absence of opportunities to work with children at different ages and grade levels. The lack of experience with children is evident in both student-teaching quarters, but heightened, as student teachers experience an increase in survival concerns associated with a change in children and settings in the second quarter.

A final dimension of the lack of experience is the absence of experience during student teaching. This is apparent at the close of student teaching, when concerns are expressed about the testing and grouping of students, responsibilities not undertaken in student teaching. On balance, three factors emerge as influences on the development of concerns: early school experience, the cooperating teacher and the absence of experience.

Factors influencing change. In addition to factors, which influence the development of concerns, the present study reveals those, which emerge as key to a change or

TABLE 3

COOPERATING TEACHERS' SUPERVISION PRACTICES

Teacher	Formal conference	Informal conference	Feedback content
J	Before School/ Recess	Continuous	Curriculum Discipline Students' Abilities
N	Before School/ Recess	Continuous	Specific Remedies
T	Before School/ Recess	Continuous	Emotional Support, Ideas Discipline
S	None	Continuous	Emotional Support Specific Remedies
M	None	Continuous	Discipline Methods Students

TABLE 3 (CONT.)

COOPERATING TEACHERS' SUPERVISION PRACTICES

Teacher	Formal conference	Informal conference	Feedback content
L	None	Continuous	
P	None	Continuous	Students School Home Life
Q	Once/Week	Continuous	Emotional Support Specific Remedies
K	Before School/ Lunch	Continuous	No Set Pattern
R	Once/Week		Planning for Week
W	Before School/ Once/Week	Continuous	Methods for Kindergarten

TABLE 3 (CONT.)

COOPERATING TEACHERS' SUPERVISION PRACTICES

Teacher	Feedback strategy	Assistance provided	Perceptions of needs of student teacher
J	Observation Written Feedback Discussion	Curriculum Discipline Students	To Enter Class at Beginning Practical Experience Vs. Theory
N	Discussion	Demonstration Discipline	Discipline Vs. Theory
T	Suggests Plan Encourages Experimentation Discussion	Emotional Support Planning Discipline	Classroom Management
S	Discussion	Emotional Support Specific Remedies	Specific Strategies for Bilingual Vs. Theory

TABLE 3 (CONT.)

COOPERATING TEACHERS' SUPERVISION PRACTICES

Teacher	Feedback strategy	Assistance provided	Perceptions of needs of student teacher
M	Discussion	Emotional Support Specific Remedies	Discipline Planning Vs. Focus on Theory
L	Discussion	Specific Remedies Emotional Support	Management Discipline Planning
P	Discussion	Emotional Support Specific Remedies	Practical Strategies ESL Content
Q	Discussion	Emotional Support Specific Remedies	Practical Methods ESL Content

TABLE 3 (CONT.)

COOPERATING TEACHERS' SUPERVISION PRACTICES

Teacher	Feedback strategy	Assistance provided	Perceptions of needs of student teacher
K	Observation Written Feedback Discussion	Emotional Support Specific Remedies	Management Discipline
R	Questioning/ Discussion		Lesson Organization
W	Discussion	Methods Ideas	Methods Discipline

improvement in concerns. Improvement, in the present study, is an ongoing process of change and not necessarily the completion of that process. Among the factors perceived to be linked with an improvement in concerns is the cooperating teacher. Student teachers report a decrease in survival concerns as a function of supervision practices of cooperating teachers. Table 3 identifies cooperating teachers' supervision practices. Cooperating teachers are important to the resolution of survival concerns, because they provide practical suggestions related to discipline, management and motivation. This finding corroborates research supporting the cooperating teacher as significant (Karmos, 1977). Cooperating teachers in the present study are perceived to know the classroom context. Furthermore, cooperating teachers, who are supportive of experimentation, provide channels for communication, allocate authority, and provide emotional encouragement are perceived linked to a decrease in anxiety related to survival in the classroom.

In addition to their immediate role in assisting with the resolution of survival problems of the classroom, cooperating teachers, as a feature of the school context, become important purveyors of the school's norms and expectations regarding successful teaching. Cooperating teachers convey the importance of discipline, effective management and motivation as keys to good teaching. While the school provides cooperating teachers, who serve this function, schools also provide children, who further contribute to the development of orientations, which contribute to a decrease in student teachers' concerns. Children, in this research, help student teachers to define what is comfortable with respect to ages and grade levels. Working with children helps student teachers to learn what works and to anticipate potential problems. Learning to discern what works and to anticipate problems is perceived to be important to resolving concerns. "A," for example, learns to anticipate problems

with the management of kindergarten children.

While children at the school are perceived to provide an important source of information leading to the improvement of concerns, a third factor is also important. That factor involves the student teacher as a problem-solver. This factor has two dimensions. The first involves the student teacher's perceived role with respect to the classroom. In most cases, student teachers chose to adapt to the cooperating teacher's classroom rules, procedures and discipline/management plans. What emerges as a clear finding is that student teachers make conscious choices. In some cases, student teachers did not concur with classroom practices, but felt that student teaching, with its emphasis on evaluation, was not the time to change. These participants chose to wait until they had their own classrooms to implement change.

The second dimension of the student teacher as problem-solver is the student teacher's perceived role in problem-solving. Participants saw themselves as the ultimate problem-solvers, though they sought help from cooperating teachers. What became clear in this study were student teachers' problem-solving strategies. Strategies seemed to fall into three categories: immediate problem resolution, ongoing efforts to resolve problems, and the conscious decision to ignore concerns.

The student teacher, as problem-solver, is a critical feature of socialization and departs from the role of the student teacher portrayed in research on student-teacher socialization. While some research reports adaptive strategies of student teachers (Lacey, 1977), as well as change in student teachers' attitudes (Mahan & Lacefield, 1978) and teaching styles (Seperson & Joyce, 1973) over student teaching, little research has noted the role of the student teacher in the perceived improvement of self-adequacy and survival concerns. The present study is thus a step toward delineating the problem-solving strategies employed by

student teachers, in the process of learning to teach.

The roles of the student teacher, cooperating teacher and context in the socialization process, during student teaching, have a number of implications for the role of student teaching in teacher development.

The Role of Student Teaching in Teacher Development

There are three fundamental findings in the present study. The first is that the transition from student to teacher, when viewed as a move from self-to pupil-impact concerns, does not completely occur during two quarters of student teaching. The second finding is that the application of teacher education to teaching practice (inquiry into teaching) does occur at the self-concerns level. These findings regarding the student teaching experience at the personal level, suggest that key programmatic goals are not achieved in the context of this research. The discrepancy between programmatic goals and personal outcomes prompts an examination of the relationship between teacher education and teaching practice.

Teacher education and teaching practice. Student teaching presumes that clinical experience is an opportunity to apply to practice that which is acquired in teacher education course work. Given the emergent, pupil-focused perspective of teacher education and the value stance toward instructional analysis (theory into practice), survival concerns suggest a conflict between teacher preparation and teaching practice.

Conflict has a number of dimensions in the context of this research. The first involves a conflict of values, concerning what skills prospective teachers should have, in order to teach successfully. The importance of management, discipline and motivation, expressed by cooperating teachers and student teachers, suggests the public school's strong value stance in support of these skills. The university

is perceived to encourage a focus on lesson development, child welfare and instructional analysis. Although student teachers in this study express confidence related to their ability to design and deliver lessons, a preoccupation with the well-being of children is not a predominant concern.

Nor is the analysis of teaching, utilizing theory to explain teaching and learning problems, a common practice among student teachers or their cooperating teachers. A view of teaching as a practical endeavor is expressed by these participants, and a focus on techniques and strategies, which provide resolution to specific concerns is supported.

A second dimension of conflict concerns how the beginning teacher is thus prepared to undertake student teaching. This dimension involves the content of teacher preparation, as it might consider the expectations held by student teachers toward the work of teaching and children. A review of factors influencing the development of concerns suggests that student teaching represents the opportunity for beginning teachers to confront their expectations, established largely through early school experiences. Furthermore, case studies reveal that student teaching is also the period during which beginning teachers demonstrate problem-solving behaviors. At issue here is that expectations and the absence of experience with strategies to resolve concerns may contribute to discrepancies between teacher preparation and the realities of teaching. Discrepancies, according to Fuller and Bown (1972), are concerns.

Concerns and change. Though survival concerns emerge, they do change. This is the third fundamental finding. Change is largely attributed to factors in student teaching. In effect, student teaching highlights concerns and provides features to resolve them.

SUMMARY OF FINDINGS AND IMPLICATIONS FOR RESEARCH AND PRACTICE

While the case study provides an in-depth descriptive, analytic and interpretive account of the common characteristics and themes across individual case studies, the principal findings are summarized here. Findings consider the principal research questions and are followed by implications for research and practice.

1) The concerns of elementary-level student teachers are generally those of student teachers' concerns documented in the literature. Concerns are largely those of self-adequacy and survival related to student discipline, classroom management and stu- motivation. This research reveals that meanings of self-adequacy and survival concerns expand during the second quarter, perhaps as student teachers undertake additional responsibilities.

2) Given concerns related to self-adequacy and survival, student teachers perceive practical problem-solving strategies and emotional encouragement to be valued forms of assistance. During the second quarter, however, the need for more ideas increases, as meanings for concerns are expanded.

3) In both student teaching quarters, the cooperating teacher is considered significant, with respect to the classroom/school context and problem-solving. This individual is considered close to the setting and knowledgeable about what the student teacher experiences in the process of learning to teach.

4) Student teaching is valued, because it occurs at the public school. The school, with its children, classrooms, and cooperating teachers is considered to be the real world of teaching. Apart from providing programmatic features to student teaching, the school, by means of the cooperating teacher and children, provides orientations which define the work of teaching and successful teaching. Teaching is not the conscious application of theory to the practice setting. Furthermore, successful teaching requires the teacher to discipline, manage and provide high-interest materials. As student teachers spend time in the schools, orientations provide

explanations for survival concerns and assist in reducing anxiety associated with them.

5) Student teachers' concerns do change (decrease in intensity) within each student-teaching quarter. Factors perceived to influence the development of concerns include early school experiences, the absence of experience and the cooperating teacher's supervision practices. Factors perceived to influence a change in concerns include the cooperating teacher's supervision practices, the student teacher's problem-solving strategies and experiences with children.

6) Factors influencing the development and change in concerns highlight the student-teaching experience as that point in teacher preparation where survival concerns are at issue. While features of student teaching are influential in the development and change in concerns, student teachers themselves emerge as important to change. Perhaps a key contribution of this research to Fuller's developmental conceptualization of the process of learning to teach; to the literature on student-teacher socialization; and to the practice of student teaching is that student teachers may play an active role in socialization leading to a shift in concerns. As problem-solvers, student teachers in this research develop differing problem-solving strategies.

Implications for Research and Practice

While the present study is a case study of student teaching directed by one university teacher preparation program, and is therefore limited in generalizability, the research asks teacher education programs and public schools involved in student teaching to rethink the structure of traditional student teaching programs, such that these include early field experiences which focus upon instructional skills related to survival concerns, opportunities to experience authority and status associated with the role of classroom teacher, and teacher education experiences which examine problem-solving strategies and the influence of early school experiences on classroom teaching. Furthermore,

teacher education programs and public schools may need to examine the criteria for selecting cooperating teachers, including the teacher's view of the evaluation/supervision process; communication style; and view toward allocating authority to student teachers. Finally, participating contexts may need to clarify orientations toward teaching and successful teaching, by means of ongoing collaborative arrangements, involving university and public school practitioners and researchers.

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